Glen Ridge Public Schools – Social Studies Curriculum

Course Title: Living, Learning, and Working Together

Subject: Social Studies

Grade Level: Pre-Kindergarten

Duration: 34-36 Weeks

Prerequisite: None

Elective or Required: Required

Department Mission Statement:
The mission of Social Studies in the Glen Ridge schools is to ignite students’ passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students’ understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description:
The Pre-Kindergarten Social Studies curriculum, preceding the Kindergarten program, is essential for a strong foundation of developing, understanding, and implementing topics and concepts in social studies skills. The students will be exposed to an exploration of self, community, diversity, the world around them, and making positive choices.

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Course Name: Pre-Kindergarten Social Studies

Topic/Unit: 1 My School & Me

Approximate # Of Weeks: Ongoing  (34-36 Weeks Total)

Essential Questions:
Why is my school a special place?
What is my role in my school?
How will my school help me grow?
What will I learn in my school?

Upon completion of this unit students will be able to:
- Describe the physical appearance of their school
- Learn location of classrooms, offices, media centers, and various other rooms throughout their school
- Meet the staff and understand their roles within the school
- Learn a morning routine & schedule
- Have a basic understanding of seasons and weather

Preschool Teaching and Learning Standards:
- 6.1.2 Demonstrate an understanding of family roles and traditions
- 6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs
- 6.2.1 Demonstrate understanding of rules by following most classroom routines
- 6.3.1 Develop an awareness of the physical features of the neighborhood/community
- 6.3.2 Identify, discuss, and role play the duties of a range of community workers

Interdisciplinary Standards (njcccs.org)
- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies/Research:
- Go on a “sight seeing” tour around the grounds of the school
● Have the students draw a picture of their school & explain it using descriptive words
● Go on an adventure walk throughout the school exploring each room, meeting and learning about staff members it belongs to
● Play a matching game with staff pictures & their roles in the school
● Play a good morning name game to learn classmates names
● Read books about missing home, going to school, and meeting new friends
● Show students a daily schedule using pictures
● Introduce students to the calendar and begin to learn months and days of the week (singing songs)
● Have students look outside to observe the weather

Enrichment Activities:
● Students partner up and play a game of descriptions
● Journal about my new school
● Listen to books on tape
● Have students do cutting and gluing activities regarding weather
● Make a memory book of what you found on your “sightseeing” walk
● Use fine motor and engineering skills to build a replica of Linden Avenue

Methods of Assessments/Evaluation:
● Circle time discussions
● Thumbs Up/Thumbs Down
● Game Involves Movement
● Revisit Essential Question
● Green/Yellow/Red
● Manipulatives
● Observation (Teacher/Small/Whole Group)
● Center Activities
● Google Earth

Resources/Including Online Resources
● Online Textbook Information:
● Teacher Webpage
● Teacher Crafts
● Songs & Music
● Pinterest
● Classroom Visuals

Pre-Kindergarten Social Studies
Approximate # Of Weeks: Ongoing   (34-36 Weeks Total)

Essential Questions:
Why is it important to like me for me?
What makes everyone different?
Why are rules important?
What does it mean to be a good citizen?
How can I be independent?
Who is important in my community & do they follow rules?

Upon completion of this unit students will be able to:
- Describe their physical characteristics
- Identify basic personality traits
- Describe their family, pets, and home life
- Identify how people are different
- Learn and follow rules
- Understand why rule following is important
- Understand and identify what a good citizen is
- Name members of their community that are good citizens
- Learn independence

Preschool Teaching and Learning Standards:
- 6.1.1 Describe characteristics of oneself, one’s family, and others
- 6.1.2 Demonstrate an understanding of family roles and traditions
- 6.1.3 Express individuality and cultural diversity
- 6.2.1 Demonstrate understanding of rules by following most classroom routines
- 6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs
- 6.2.3 Demonstrate appropriate behavior when collaborating with others
- 6.3.1 Develop an awareness of the physical features of the neighborhood/community
- 6.3.2 Identify, discuss, and role play the duties of a range of community workers
- 6.4.1 Learn about and respect other cultures within the classroom and community

Interdisciplinary Standards (njcccs.org)
- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
**Standard 9.3 - Career Awareness, Exploration, and Preparation**
All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

**Activities – include 21st Century Technologies/Research:**
- Have students look in a mirror and describe physical traits
- Have students create a “self portrait” using construction paper and markers
- Have students bring in 3 objects that would describe them
- Have students take turns talking about themselves, their likes, and dislikes
- Have students draw pictures of their family, home, and pets
- Play a similarities and differences game with the class
- Show students pictures of classroom rules (i.e. raise your hand, line up quietly, no running, wash hands, share, etc.)
- Role play with students and model what a good rule follower looks like and what someone who isn’t following the rules looks like
- Explain what a good citizen is
- Show a youtube video of good citizens in a community
- Read books about good citizens
- Have students bring in a picture of someone they think in a good citizen in their community
- Dramatic play being good citizens
- Learn to unpack/pack up backpacks on their own
- Begin to open food containers, wash hands, and use restroom independently

**Enrichment Activities:**
- smart board activities (partner or independent) being good citizens (i.e. dress what a firefighter might look like)- see clifford my big world
- have students gather information from their peers and make a “diversity book”
- give students extra "jobs" within the classroom (messenger, water plants, etc).
- give students material to be creative and create their own visions of portraits of family and friends

**Methods of Assessments/Evaluation:**
- Weekly Reader
- Thumbs Up/Thumbs Down
- Game Involves Movement
- Revisit Essential Question
- Green/Yellow/Red
Manipulatives
Observation (Teacher/Small/Whole Group)
Center Activities

Resources/Including Online Resources
- Online Textbook Information:
- Teacher Webpage
- Teacher Crafts
- Songs & Music
- Pinterest
- Classroom Visuals
- Community Leaders
- Teacher Workbooks & Handouts
- Scholastic My Big World
- Youtube

Course Name: Pre-Kindergarten Social Studies

Topic/Unit: 3 My Country

Approximate # Of Weeks: Ongoing (34-36 Weeks Total)

Essential Questions:
Where do I live in the world?
Why is it important to be proud of my country?
What does it mean to be brave?
Who are important people in my country?

Upon completion of this unit students will be able to:
- Identify the USA flag (description & color)
- Recall the county, city, state, and street they live on
- Identify important people in their community and explain their roles
- Understand what it means to be brave
- Give examples of bravery & people that demonstrate bravery
- Recall who the current president is
- Have an understanding of why various holidays are important

Preschool Teaching and Learning Standards:
- 6.2.1 Demonstrate understanding of rules by following most classroom routines
- 6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs
- 6.2.3 Demonstrate appropriate behavior when collaborating with others
- 6.3.1 Develop an awareness of the physical features of the neighborhood/community
- 6.3.2 Identify, discuss, and role play the duties of a range of community workers
- 6.4.1 Learn about and respect other cultures within the classroom and community

Interdisciplinary Standards (njcccs.org)
- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **Standard 9.3 - Career Awareness, Exploration, and Preparation**
  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age
- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies/Research:
- Have students recite the pledge of allegiance
- make a craft of the USA flag
- Sing patriotic songs
- show students pictures of USA on a world map
- discuss states and their general locations
- do puzzles of USA and states
- go around the circle and have students recall what street they live on
- Read books about bravery
- Discuss people that are brave and what it means to be brave
- Build block structures of their community, street, house,
- play a matching game with important presidents
- identify upcoming holidays on the calendar

Enrichment Activities:
- give students 100+ piece floor puzzles of the united states
- have students dramatic play as teacher and students using the calendar
Methods of Assessments/Evaluation:
- Circle Time Discussions
- Weekly Reader
- Thumbs Up/Thumbs Down
- Game Involves Movement
- Revisit Essential Question
- Green/Yellow/Red
- Manipulatives
- Observation (Teacher/Small/Whole Group)
- Center Activities

Resources/Including Online Resources
- Online Textbook Information:
- Teacher Webpage
- Videos
- Teacher Workbooks & Handouts
- Scholastic My Big World
- Youtube
- Puzzles and Manipulatives

Course Name: Pre-Kindergarten Social Studies

Topic/Unit: 4 The World Around Me

Approximate # Of Weeks: Ongoing (34-36 Weeks Total)

Essential Questions:
How do I know where I am?
Why is it important to be descriptive?
Why are signs important?
How to signs help people?
What is a map?
How can maps be different?

Upon completion of this unit students will be able to:

- Identify where they are by describing their surroundings
- Identify basic street signs
- Understand basic environmental print
- Identify familiar stores, cars, buildings
- Identify a map
- Describe details of a map
- Create a map of their house, community, school, and/or game

Preschool Teaching and Learning Standards:

- 6.2.1 Demonstrate understanding of rules by following most classroom routines
- 6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs
- 6.2.3 Demonstrate appropriate behavior when collaborating with others
- 6.3.1 Develop an awareness of the physical features of the neighborhood/community
- 6.3.2 Identify, discuss, and role play the duties of a range of community workers
- 6.4.1 Learn about and respect other cultures within the classroom and community

Interdisciplinary Standards (njcscs.org)

- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 9.3 - Career Awareness, Exploration, and Preparation
  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
- Standard 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.
- Standard 8.2 – Technology Education
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
- Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working
collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies/Research:
● In a large group, have the students recall their favorite place by describing all the characteristics and see if others can guess it
● Play a street sign game
● have students bring in various items from their home and see if students know what they are (can be used to build and/or dramatic play)
● Using the smartboard, introduce the students to various maps
● using classroom materials, the students will create a map of their house or classroom

Enrichment Activities:
● Have students make a map of their street & neighborhood
● Have students create an imaginary neighborhood creating the homes, people, and jobs throughout
● Have students play a street sign game using 20+ different signs
● Have students make a scrapbook with items/words they find familiar in magazines

Methods of Assessments/Evaluation:
● Circle Time Discussions
● Weekly Reader
● Thumbs Up/Thumbs Down
● Game Involves Movement
● Revisit Essential Question
● Green/Yellow/Red
● Manipulatives
● Observation (Teacher/Small/Whole Group)
● Center Activities

Resources/Including Online Resources
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● Teacher Webpage
● Online Textbook Information:
● Teacher Webpage
● Teacher Crafts
● Songs & Music
● Pinterest
● Classroom Visuals
● Teacher Workbooks & Handouts
● Scholastic My Big World
● Youtube
Puzzles and Manipulatives
Maps & environmental print

Course Name: Pre-Kindergarten Social Studies
Topic/Unit: 5 Making Choices

Approximate # Of Weeks: Ongoing (34-36 Weeks Total)

Essential Questions:
Why is it important to make good choices?
What is the difference between a want and a need?
What are the basic human needs?
How can I make healthy food choices?

Upon completion of this unit students will be able to:
- Understand that having choices is important
- Understand what voting is and how to vote
- Identify several basic human needs
- Identify between their own personal wants and needs
- Make healthy choices
- Identify healthy vs unhealthy choices

Preschool Teaching and Learning Standards:
- 6.1.1 Describe characteristics of oneself, one’s family, and others
- 6.1.2 Demonstrate an understanding of family roles and traditions
- 6.1.3 Express individuality and cultural diversity
- 6.2.1 Demonstrate understanding of rules by following most classroom routines
- 6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs
- 6.2.3 Demonstrate appropriate behavior when collaborating with others

Interdisciplinary Standards (njcrrs.org)
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- **Standard 9.3 - Career Awareness, Exploration, and Preparation**
  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
• **Standard 8.1 – Computer and Information Literacy**  
  All students will use computer applications to gather and organize information and to solve problems.

• **Standard 8.2 – Technology Education**  
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

• **Standard 6.3 Active Citizenship in the 21st Century**  
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies/Research:
  • Read books about Voting  
  • Make a sticker chart where the students can vote on something  
  • Dramatic play a voting center  
  • Read character education books (see school list) and discuss positive character traits  
  • Make a class chart of good choices vs bad  
  • Discuss basic human needs and the difference between wants  
  • Have students identify something they need vs something they want

Enrichment Activities:
  • Have students create ballots and collect votes from classmates  
  • Have students make a list of things they want but would consider donating to someone in need  
  • Read the monthly weekly reader & complete activity

Methods of Assessments/Evaluation:
  • Circle Time Discussions  
  • Weekly Reader  
  • Thumbs Up/Thumbs Down  
  • Game Involves Movement  
  • Revisit Essential Question  
  • Green/Yellow/Red  
  • Manipulatives  
  • Observation (Teacher/Small/Whole Group)  
  • Center Activities

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